

ALLENDALE ELEMENTARY

4561 Allendale-Fairfax Hwy
Allendale, SC 29810

GRADES PK-5 Elementary School

ENROLLMENT 518 Students

PRINCIPAL Janice Kitchings

803-584-3476

SUPERINTENDENT Paula L. Harris

803-584-4603

BOARD CHAIR Carl Love

803-632-3871

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

3

12

54

50

3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

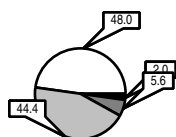
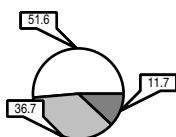
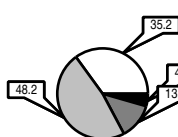
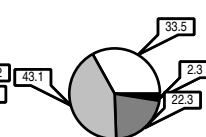
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Elementary Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	257	98.8	51.2	37.0	11.8	0.0	17.5	Yes	Yes
Gender									
Male	133	98.5	60.0	29.6	10.4	0.0	12.0		
Female	124	99.2	42.1	44.6	13.2	0.0	23.1		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	248	98.8	51.7	36.6	11.8	0.0	17.6	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	199	100.0	45.5	39.3	15.2	0.0	21.5		
Disabled	58	94.8	70.9	29.1	0.0	0.0	3.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	257	98.8	51.2	37.0	11.8	0.0	17.5		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	254	98.8	51.0	37.4	11.5	0.0	17.3		
Socio-Economic Status									
Subsidized meals	240	98.8	52.4	37.6	10.0	0.0	15.7	Yes	Yes
Full-pay meals	17	100.0	35.3	29.4	35.3	0.0	41.2		

Mathematics - State Performance Objective = 15.5%									
All Students	257	98.8	47.6	44.7	5.7	2.0	14.2	Yes	Yes
Gender									
Male	133	98.5	51.2	40.8	7.2	0.8	12.0		
Female	124	99.2	43.8	48.8	4.1	3.3	16.5		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	248	98.8	47.9	44.5	5.5	2.1	14.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	199	100.0	40.8	49.2	7.3	2.6	17.8		
Disabled	58	94.8	70.9	29.1	0.0	0.0	1.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	257	98.8	47.6	44.7	5.7	2.0	14.2		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	254	98.8	47.7	44.4	5.8	2.1	14.4		
Socio-Economic Status									
Subsidized meals	240	98.8	48.0	45.9	4.8	1.3	12.7	No	Yes
Full-pay meals	17	100.0	41.2	29.4	17.6	11.8	35.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	88	97.7	46.2	46.2	7.7	N/A	7.7
	Grade 4	102	100.0	55.7	39.2	5.2	N/A	5.2
	Grade 5	82	98.8	74.7	24.0	1.3	N/A	1.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	70	100.0	34.8	37.7	27.5	N/A	27.5
	Grade 4	82	100.0	51.3	41.3	7.5	N/A	7.5
	Grade 5	105	97.1	61.4	33.7	5.0	N/A	5.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	88	100.0	42.5	53.8	2.5	1.3	3.8
	Grade 4	102	100.0	53.6	40.2	5.2	1.0	6.2
	Grade 5	82	100.0	64.0	32.0	4.0	N/A	4.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	70	100.0	31.9	60.9	5.8	1.4	7.2
	Grade 4	82	100.0	46.3	46.3	3.8	3.8	7.5
	Grade 5	105	97.1	58.4	32.7	6.9	2.0	8.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 518)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.9%	Up from 2.3%	3.5%	2.7%
Attendance rate	97.5%	Up from 96.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.5%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%		5.8%	3.5%
Eligible for gifted and talented	2.3%	Down from 5.7%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.9%	Up from 4.2%	8.0%	8.2%
Older than usual for grade	2.3%	Up from 1.8%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 2.7%	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	34.8%	Down from 37.8%	48.3%	51.4%
Continuing contract teachers	63.0%	Up from 60.0%	80.0%	87.5%
Highly qualified teachers**	89.5%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	14.7%		3.6%	0.0%
Teachers returning from previous year	72.0%	Up from 66.5%	82.4%	86.7%
Teacher attendance rate	93.2%	Down from 95.0%	94.7%	94.9%
Average teacher salary	\$34,093	Up 2.2%	\$39,417	\$40,760
Prof. development days/teacher	11.5 days	Down from 16.9 days	13.4 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 15.9 to 1	17.1 to 1	18.9 to 1
Prime instructional time	87.7%	Down from 89.3%	89.0%	90.0%
Dollars spent per pupil*	\$8,018	Up 20.7%	\$7,020	\$6,044
Percent of expenditures for teacher salaries*	58.5%	Up from 57.5%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-04 school year has been full of opportunities for the students and faculty at Allendale Elementary School. Our reading emphasis is now evidenced by student comments such as "Oh, a new Cynthia Rylant book. She is my favorite author," or "My friend read *Where the Red Fern Grows* and I want to read it, too." In our second year of literacy emphasis we changed our mantra to "READ, WRITE, READ" and incorporated writing throughout the curriculum. Students modeled their writing after favorite authors, wrote poetry to explain social studies events, and kept math journals describing how to solve multi-step problems.

Our SC READS grant allowed teachers to participate in study groups, read professional literature and discuss how to apply the theories. Teachers used three Read Alouds a day, incorporated leveled books into Independent reading, used Guided Reading strategies everyday, and learned a multitude of ways to have children share their reading reflections. We implemented a nationally recognized benchmark-testing program. This program allows teachers to use student academic progress as a guide for planning instruction. Teachers met monthly for "focused planning" where we discussed new instructional practices and how best to implement them in the classroom. Additional student opportunities included: a Gentleman's Club, after-school homework program, Calendar Math, Summer Success Math, and reading remediation programs such as Reading Recovery, Soar to Success, and READ 180.

Our students performed quarterly in a fine arts assembly displaying their art, drama, and musical talents. The Tiger News Network honored students who had earned Accelerated Reader points, those who wrote interesting stories, and students performed several choral readings. During the final quarter, six nationally known authors and illustrators of children's literature visited our students. One of our students took first place in the Tri-County Spelling Bee while another took first place in the robotics competition. A third student displayed her talent by singing for the Allendale County School District staff recognition day.

Our school won the prestigious Red Carpet Award acknowledging our family-friendly atmosphere. Our kindergarten teachers were awarded a Westinghouse grant to enhance math and science. Our first grade teachers were awarded an EIA grant to reward good behavior and teach money skills by creating a school store. Our teachers participated in school-based decisions regarding curriculum and instruction. These decisions included the use of teaching assistants, the Title 1 budget, School Renewal plan, and input toward the purchase of language arts and math materials. Each teacher completed at least 60 hours of staff development above the five-day state requirement.

Our greatest challenge continues to be ensuring that our instructional program is built effectively on the state standards, retention and recruitment of highly qualified teachers, and strengthening parental involvement in their child's education. Through our SIC, PTO, and strong faculty and staff we will conquer these challenges.

Judy Franchini, Principal

Angela Grant, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	81	27
Percent satisfied with learning environment	34.0%	64.5%	44.0%
Percent satisfied with social and physical environment	45.8%	58.1%	48.0%
Percent satisfied with home-school relations	19.1%	78.4%	66.7%

*Only students at the highest elementary school grade level at this school and their parents were included.